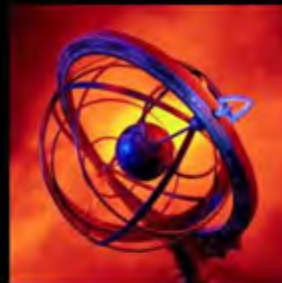


# Progress Report

## June 2010



Illinois State Board of Education  
**Comprehensive Strategic Plan  
for Elementary and  
Secondary Education**



Jesse H. Ruiz, Chairman  
Christopher A. Koch, Ed.D., State Superintendent



# Illinois State Board of Education



Dr. Christopher A. Koch  
State Superintendent  
of Education

*The State Board consists of nine members who are appointed by the Governor with the consent of the Senate.*

*Board members serve four-year terms, with State Board membership limited to two consecutive terms.*

*The Board appoints the State Superintendent of Education, who may be recommended by the Governor.*



Jesse H. Ruiz  
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*Chicago*



Dr. Christopher J. Ward  
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*Springfield*





# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

**Jesse H. Ruiz**  
*Chairman*

**Christopher A. Koch, Ed.D.**  
*State Superintendent of Education*

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June 30, 2010

The Honorable Governor Pat Quinn  
The Honorable Members of the Illinois General Assembly  
State House  
Springfield, Illinois

Re: Illinois State Board of Education Comprehensive Strategic Plan – **June 2010 Report**

Dear Governor Quinn and Members of the General Assembly:

In 2005, pursuant to Public Act 93-1036, the Illinois State Board of Education developed and submitted a five-year Comprehensive Strategic Plan for Elementary and Secondary Education in Illinois. The Plan focused on three primary goal areas: enhancing literacy; improving educator quality for all children; and expanding data-driven management and school support practices.

The Strategic Plan is meant to be an evolving document that supports the alignment of our resources, focus and energy toward common goals. The Illinois State Board of Education monitors progress on the initiatives and evaluates the Plan on an annual basis. In August 2008, after an analysis of current data and emerging trends, the Board decided to reassess the vision of the Strategic Plan and strengthen and align its goals with the changing educational demands of preparing students for success in careers and college in the 21st Century.

The Board believes that in order to meet the needs of all students over time the Strategic Plan must be flexible to meet the challenges and opportunities that currently exist and those that will present themselves in the future. Currently, schools in Illinois are owed nearly \$1.5 billion from the state and education is in crisis. The Board's foresight in the development of its Strategic Plan positioned our state well to receive and compete for funding under the American Recovery and Reinvestment Act of 2009.

Our Illinois and national economies are suffering from a crisis the likes of which has not been seen since the Great Depression of the last century. Federal funding to prevent cuts to education was made available to states' that agreed to certain reform conditions through the American Recovery and Reinvestment Act. Supported by the Board's vision and leadership, Illinois was already focusing on reforms that paralleled these provisions and was among the first states' in the nation to receive State Fiscal Stabilization Funds. To date, the agency has processed more than \$2 billion in stimulus funding for schools with no additional agency staff.

In addition to federal stimulus funds already received the Board's mission and goals have allowed us to prepare a comprehensive proposal for the federal Race to the Top competitive grant, placing Illinois into contention to receive an additional \$400 million. Our Phase I

application received national recognition as we placed fifth in the competition, and our Phase II application submitted June 1, 2010, is strengthened by the willingness of 523 districts to partner with the Board in the strategic direction it is guiding education in Illinois.

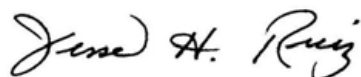
The Strategic Plan creates an accountability framework that makes it clear to Illinois citizens the priorities of the agency and the Board. The enclosed report details progress on the Strategic Plan and the initiatives.

We know that our work will never be done and we maintain a strong commitment to supporting a quality education system that is the foundation of a strong democracy and a healthy economy. Despite the hard work ahead, great things are happening in Illinois education.

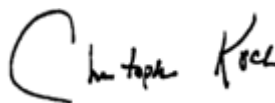
- Illinois was selected to receive the first ACT Systems of Excellence award in FY 2010. This award was given to the state for dramatically improving the college and career readiness of all students.
- The statewide averages for student performance on all tests administered by the state as part of the NCLB accountability requirements increased over last year.
- The number of Illinois students taking and passing Advanced Placement exams increased in 2009. Illinois also ranked in the upper half of the nation for number of high school seniors – 15.9 percent – who scored 3 or higher on an AP exam in 2009 according to the sixth annual AP Report to the Nation. In addition, participation among all categories – by gender, ethnicity and economic class – increased in Illinois.
- 975 schools made the Illinois Honor Roll for their continued academic progress, including 90 schools that were recognized for the sixth or seventh consecutive year.
- 39 schools and 3 districts were removed from improvement status by making Adequate Yearly Progress for two consecutive years and 53 schools and 9 districts in improvement status will not advance to further sanctions because they achieved performance targets.
- Illinois ranks fourth in the nation for having the highest number of teachers achieving National Board Certification in 2010.

The Board thanks you for your dedication to public education in Illinois. The best investment we can make is in our children. Educated children become well informed adults who participate in the social, economic and civic lives of their communities. We look forward to working with you to as we continue to implement our plan and work with our many stakeholders to improve outcomes and opportunities for Illinois students.

Sincerely,



Jesse H. Ruiz, Chairperson  
State Board of Education



Christopher A. Koch  
State Superintendent of Education

# Strategic Plan Update

Illinois State Board of Education

## **Comprehensive Strategic Plan for Elementary and Secondary Education**



Jesse H. Ruiz, Chairman  
Christopher A. Koch, Ed.D., State Superintendent

# Illinois State Board of Education

## Comprehensive Strategic Plan Initiatives

The Illinois State Board of Education (ISBE) first developed a Strategic Plan in 2005 as required by Public Act 93-1036. The members of the Board are committed to developing an education system that prepares every student to succeed in college and careers and relish the challenge their appointments provide them.

Members of the Board believe that the Strategic Plan should be revisited frequently as the real benefit of strategic planning is the process, not the document. In the summer of 2008 the Board recreated their vision for education in Illinois, establishing goals and a mission to guide members and agency employees as they work to ensure a quality education for every child.



Just as education and our economy evolve so must our Strategic Plan. It must be flexible enough to meet the serious economic challenges we face today as well as the changing stakeholder demands and expectations. This five-year look into the future should contain the goals and initiatives that drive the actions of the agency each and every day. The mission statement is as follows:

*The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.*

To support this mission statement, the Board agreed upon three broad goals that provide focus to our work in the agency.

- Every student will demonstrate academic achievement and be prepared for success after high school.
- Every student will be supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

This mission and these goals were developed in August 2008 to drive the everyday activities of the agency and to support the alignment of resources, energy and initiatives in a single direction.



During FY 2010 the Board and agency staff spent countless hours developing an application for the federal competitive grant program, Race to the Top. Illinois was well positioned by the Board's vision and focus for education reform to develop a comprehensive application intended to drive education reform in Illinois for the next 10 years and beyond.

The mission and goals developed by the Illinois State Board of Education placed Illinois' education community on a trajectory that tracks closely with the goals outlined in the federal Race to the Top competition. Those four goals include:

- internationally benchmarked standards and assessments;
- data systems to support instruction;
- great teachers and leaders; and
- intervention in the lowest-performing schools and districts.



Illinois' application is the result of an unprecedented collaboration between Governor Quinn, members of the General Assembly, the State Board, agency staff, statewide associations representing management, teachers, parents, business and education stakeholders, and local educators. This incredible cooperation has resulted in the enactment of groundbreaking legislation that calls for the development of new rigorous teacher and principal evaluation systems that incorporate student growth as a significant factor, allows for alternative certification programs to operate independently from higher education, establishes a comprehensive framework and governance structure for the State longitudinal education data system, doubles the number of charter schools authorized to operate in Illinois and overhauls the State's principal preparation and certification requirements.

During the next year agency staff will be working to develop additional comprehensive strategies that will enable the Board to better

fulfill its mission and meet the goals it has set out for itself. Even as budget constraints weigh heavily on the minds of Board members and staff, the focus of the agency remains on the goals created by the Board that will result in improved outcomes and opportunities for Illinois students. In doing so, the agency plans to move forward with continued implementation of these goals in FY 2011.

# **Goal One: Every student will demonstrate academic achievement and be prepared for success after high school**

## **Illinois Statewide Longitudinal P-20 Data System**

ISBE, through a cooperative agreement with the U.S. Department of Education, is actively developing the Illinois Statewide Longitudinal P-20 Data System (ILDS). The multi-year ILDS project is establishing the technical and management systems necessary for ISBE and its education partners to manage, link and analyze P-20 education data. The Illinois State Board of Education has been awarded two federal grants to develop this system, including a nearly \$12 million grant in May 2010 and a \$9 million grant in April 2009.

In recognition of the importance of this initiative a key piece of legislation, Illinois Public Act 96-0107 is now in place. The act authorizes and directs ISBE, the Illinois Community College Board and the Illinois Board of Higher Education to implement the systems and practices necessary to build the longitudinal data system.



The ILDS project is building an enterprise-wide data architecture that will serve as the blueprint for the construction and implementation of an education-enterprise data warehouse. The data warehouse will allow for student-level data maintained by ISBE to be linked to other student-level and P-12 education data. LEAs will be able to obtain numerous additional data reports and have expanded ability to perform longitudinal data analyses using data maintained by ISBE. Included in the warehouse will be a Data Mart specifically for federal reporting that draws data from multiple systems and significantly reduces the reporting burden on the state and local districts.

The ILDS Data Advisory Committee (DAC), a broad-based group of stakeholders, will advise ISBE and its education partners on data use and management. This group is comprised of members from statewide education partners representing early learning, teachers, principals and administrators, postsecondary, research and work force and employment organizations. Through membership in the DAC, partner organizations are able to participate directly in the development of project requirements that will shape how ILDS will be used to inform education. The DAC will assist with data governance and data coordination across agencies, and will facilitate the implementation of joint data



activities. The committee meets on a regular basis, and will continue to support the project and other ISBE initiatives throughout the life of the ILDS project.

ISBE is building a network of data stewards with responsibility for data quality and management for all ISBE centers. The data stewards will identify business rules for the centers, develop plans for improving the accuracy of submitted data, establish processes of statistical checks for LEA data submissions and expand LEA training opportunities to improve data quality. These resources represent further ISBE commitment to the collection and use of high quality education data, and for the support of the users that will draw on the data in the performance of their activities.



As part of the project, ISBE and its education partners will build on existing efforts to enable use of the ISBE unique student identifier for linkages with postsecondary and employment data. Key data sharing agreements have been put in place between ISBE, the Illinois Community College Board, the Illinois Board of Higher Education and the Illinois Shared Enrollment and Graduation Consortium that enables the sharing and linking of data. The agreements define the mechanisms and approaches for sharing this education data while meeting the requirements and conditions of the Family Educational Rights and Privacy Act (FERPA) and state privacy protection laws. Per the agreements, ICCB and IBHE are updating their information systems to support the capture of the ISBE student

identifier to accomplish this linking.

ISBE is also participating with IBHE and ICCB as they form a Higher Education Consortium (HEC) that is working to establish data sharing among public, private, and proprietary postsecondary institutions. This effort will simplify the process of linking data with postsecondary institutions, by seeking the participation of these institutions in a central data repository of higher education data. Along with activities that will result in the addition of the ISBE student ID to transcript data, the linking of P-12 with postsecondary data is greatly facilitated through this initiative.

The development of the ILDS is a critical step in the building of a data driven decision-making environment to inform our education practices. Development of the ILDS will continue through 2013.

## Revising Illinois Learning Standards

The Common Core State Standards Initiative was introduced nationwide shortly after Illinois had identified and convened an English Language Arts (ELA) and Math team of high school teachers and postsecondary instructors to guide our standards revision process. This collaborative method was essential to ensure career and college readiness is embraced and understood at various levels so that every student has the supports to complete high school career and/or college ready.

Regional meetings were held in conjunction with ICCB and IBHE to offer the opportunity for educators to look at drafts and offer comments on the Common Core. The comments from the four regional meetings were collected and submitted to the Council of Chief State School Officers (CCSSO).

The release of the final Common Core Standards on June 2, 2010, initiated an informational campaign designed to inform and educate stakeholders. The dialogue among secondary and postsecondary educators offered insight into the upcoming information and implementation phases for the Common Core Standards. The development of informational resources for statewide distribution is currently under way. ISBE and its education partners will work collaboratively and diligently to address issues



of transition to the new standards and the implementation at the local level.

Various phases for implementation of the new standards will be detailed further as assessment systems are designed and further refined. Professional development will be made available in cooperation with the Regional Offices of Education and Intermediate

Service Centers. ISBE will convene a group of teachers in the summer of 2010 to complete a gap analysis to demonstrate differences between current Illinois standards and the Common Core. The process will utilize a tool developed and provided by Achieve Inc. This analysis will be shared statewide and used to inform curriculum and instructional matters at the state and local levels.

The P-20 partnership will further present an opportunity to highlight necessary skills for students in Illinois to be college and career ready. The integration of 21st century skills will be communicated as fundamental to curriculum and instructional enhancements. The P-20 State Leadership Network will be utilized as a resource to identify tools that will highlight real world applications and align project based work with the Common Core Standards.

## Common Core Standards and Assessments Initiatives

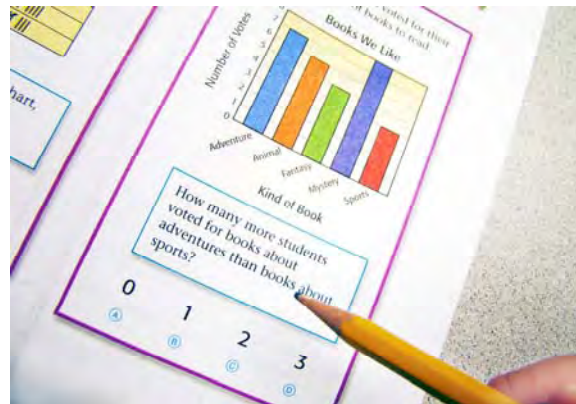
As Illinois moves forward on Common Core Standards, new assessments will be developed. Illinois is working with a consortium of a majority of the states to develop new assessments based on the common core standards. These assessments are expected to go beyond the traditional paper-pencil fill-in-the-bubble tests. They will incorporate new innovative computer-based items and more extensive constructed response items. The alignment between curriculum, instruction and assessment will be stronger and better articulated. Implementation of the new assessment system is expected in 2014-15.

## Access for All Students

ISBE continues to make accommodations available through its state assessments for students with needs documented in a Section 504 Plan or Individualized Education Program (IEP) and for students with limited English proficiency. The numbers presented below are approximations.

The following alternate test formats were distributed for the Illinois Standards Achievement Test:

- Reader scripts – 103,000
- Audio CD-ROMs or audiocassettes – 5,400
- Large print – 1,000
- Braille – 100



The following alternate test formats were distributed for the Prairie State Achievement Examination:

- Reader script – 2,500
- Audio DVD or audiocassette – 5,000
- Large print – 200
- Braille – 20

## Additional Accommodations for Students with Limited English Proficiency

Three additional accommodations were made available on the Illinois Standards Achievement Test:

- Linguistically modified (LM) forms were developed for the mathematics and science assessments. Approximately 58,300 Form LM tests were distributed for student use. (Note: Linguistically modified items are not easier than their counterparts. Rather, linguistic modification reduces or eliminates unnecessary



complex language that interferes with students' abilities to demonstrate content knowledge.)

- The mathematics short answer and extended response items were translated into Spanish.
- Students were allowed to respond to the mathematics and reading short answer and extended response items in Spanish. A total of 7,227 students took advantage of this accommodation.

One additional accommodation was provided for the Prairie State Achievement Examination:

- An audio DVD in Spanish was made available for the mathematics and science portions. This translated version was expected to be utilized by between 500 and 1,000 students.

## CTE Curriculum Revitalization

ISBE is working with Career/Technical Education (CTE) stakeholders to revitalize CTE curriculum to infuse courses with 21st century literacy skills and meet core academic requirements, including the newly adopted Common Core Standards. This initiative,

which is a partnership between ISBE, the Facilitating Council for Agricultural Education, Illinois Office of Education Services and the Center for Agricultural Research and Training, is led by



the Career and Technical Education Division.

The project, now in its fifth year, develops online tools that allow teachers to plan standards-based instruction, document the standards addressed in their curriculum, deliver it via an attractive contemporary online format, and assess student performance. The assessment data generated enables teachers to individualize instruction to the needs of students. Any Illinois teacher can access and use the online tools free of cost.

The project involves continuous consultation with educators, business and industry leaders from across Illinois and includes professional development activities for both teachers and guidance counselors.

## Dropout Prevention Initiative

The Illinois Dropout Prevention Summit was held Wednesday, Nov. 4, 2009, at Illinois State University's Bone Student Center with approximately 400 participants. The goals for the summit were for participants to:

- gain a deeper understanding of dropouts and the implications for their communities;
- develop dropout prevention plans for all stakeholders;
- share effective practices;
- develop measurable goals to increase the number of graduates. Participants received regional dropout data, research and materials to inform their discussions.

The impact of these summits will continue to evolve as each region builds on the work initiated as a result of the Illinois Youth and Adult Dropout Prevention Summits. Both events were informative for all partners and provided insight into relevant, timely issues faced by communities all around the state. It was clear the key to reducing the high school dropout rate in Illinois, is having action plans that are owned by communities, parents and schools and recognizing that all three play a collaborative role in student success. There is no single approach that will be effective in every community. Each community and school needs to create and own their plan.



The planning committee has begun identifying the next steps in support of the efforts made by the regional groups at the adult summit. Partners will include State Farm, Boeing, Birth2Work, REL Midwest, Great Lakes Comprehensive Center, Illinois Business Roundtable, ISU/Center for Educational Initiatives, IL Principal's Association and the IL PTA.

The Illinois P-20 Council recently established a Family, Youth and Community Engagement Committee with the purposes of:

1. raising awareness about issues and proposing recommendations to the P-20 Council,
2. providing opportunities for youth, families, and communities to have a voice in the deliberations, and

3. making recommendations to the P-20 Council about the integration of youth and family and community involvement in education at all levels, including out of school time.

The Family, Youth and Community Engagement Committee will take the lead in facilitating the implementation plan. Membership of the Committee includes both P-20 Council members, selected participants from the Summit Steering Committee and other recognized community stakeholder leaders.

## Early Childhood Education

Illinois remains a national leader in supporting preschool despite the state fiscal crisis which led to a 10 percent reduction in the state-funded preschool program, reducing the number of children served. The National Institute of Early Education Research (NIEER) continues to recognize efforts in Illinois for funding high-quality preschool and promoting access to preschool.

A multi-year statewide system evaluation of the effectiveness of state-funded early childhood programs was launched in FY 2008. The study will provide information on the implementation of state-funded programs and their effectiveness in improving school readiness and later outcomes for young children. This project will conclude in FY 2011.



Preschool for All authorization was passed by the Illinois General Assembly and is expected to be signed into law by Gov. Pat Quinn. This will provide the flexibility to expand state preschool services beyond children who are at risk of school failure, as funding allows. Presently, all programs funded are serving primarily children who are at risk of school failure. This remains the first priority for eligibility.

## Kindergarten Issues

The State Superintendent has initiated a study of kindergarten readiness, requesting the Ounce of Prevention Fund, Advance Illinois and the Erikson Institute to form a committee of stakeholders to examine the issue of kindergarten readiness, and to offer recommendations to ISBE for a Kindergarten Readiness Assessment (KRA). With planning funds from the McCormick Foundation, the committee has brought



representatives from Maryland, Colorado and Oklahoma to report on KRA work in those states. Future meetings will feature information on appropriate assessments in early childhood and reports of national efforts around this issue. The committee will prepare a report and recommendations for ISBE in late fall.



### The Illinois State Response to Intervention (RtI) Plan

ISBE believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention (RtI), introduced in January 2008, is a general education instructional initiative which requires collaborative efforts from all district staff, general educators, special educators and bilingual/ELL staff. In a quality educational environment, student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions.

The process of identifying learning needs and providing appropriate and timely instruction is foundational to a successful education system. The academic success of all students is improved when instructional and behavioral goals are frequently monitored. Data derived from such monitoring should then inform instructional strategies gauged to enhance success. It is important to note that it is through the continuous use of progress monitoring and analysis of student academic and behavioral growth that proper instructional and curricular responses may be made.

Districts have submitted RtI Plans through the Illinois Interactive Report Card website using the District Improvement Plan templates. ISBE staff provided feedback for all of those submitted plans and commissioned a study of them in order to better identify the regional needs of Illinois schools.

ISBE staff members continue to provide technical assistance to Illinois schools and districts in their transition to a system of RtI. The Illinois ASPIRE project has completed training throughout the state to staff from more than 600 school districts during the past year in order to prepare them for RtI implementation. Training sessions for regionally-placed RtI trainers and school staff will begin in summer in 2010 using the thirteen professional development modules developed by ISBE.

## Illinois Virtual School

In 2008, ISBE issued a Request for Sealed Proposals for new administration and management of the Illinois Virtual School (IVS).

The newly-designed IVS was unveiled in August 2009. Included in the new design is greatly increased flexibility for schools and districts in locating and developing online course options for students. In various projects this year, IVS has reviewed all existing courses for alignment with the Illinois Learning Standards, converted to an enhanced reporting and learning platform, created after school courses and modules for Chicago Public Schools, and developed online professional development for Illinois educators.



In August 2010, IVS will add a Credit Recovery Program in response to the indicated needs of the schools it serves in addition to its traditional Advanced Placement and course offerings.

## **Goal Two: Every student will be supported by highly prepared and effective teachers and school leaders**

### **Better Preparing Teachers**

Effective, January, 2010, no individual will be permitted to take any state required test more than five times. Additionally, the State Board of Education set new passing scores for the Basic Skills test resulting in higher scores being required beginning September, 2010. Rules were also changed which would increase requirements for secondary endorsements that will take effect in 2012.



Advisory groups of stakeholders were convened during 2009-10 and recommended (a) revisions to the Illinois Professional Teaching Standards (IPTS) and (b) the development of the Illinois Educator Code of Ethics. The revised Illinois Professional Teaching Standards add a focus on special education and English language learners, as well as increased requirements in reading instruction for all teachers. Rules

supporting the changes to the IPTS will go before the Board for adoption at the June meeting, and the rules process for the Educator Code of Ethics will begin in June 2010.

Stakeholders will be invited to discuss elementary and middle grade certification requirements in summer 2010. Stakeholders will also review clinical (student teaching) requirements, secondary content requirements, and certificate renewal.

## Improving School Leadership

ISBE has been working collaboratively with IBHE and other stakeholders to redefine principal preparation with an increased focus on instruction. Specific requirements related to selection of candidates into the program, district partnerships, internship, resources, standards, and assessments were developed by various stakeholders as a result of recommendations made by the School Leader Task Force in 2008.

Public Act 96-0903, signed into law on June 1, 2010, requires that all principal preparation programs must be redesigned to meet new requirements no later than Sept. 1, 2012. The legislation further creates a “principal” endorsement that requires four years of teaching, with the State Board establishing by rule parameters for a reduced number of years if other qualifications are met. The legislation also allows not-for-profit entities to offer principal preparation programs separate from institutions of higher education. Those not-for-profit entities must meet the same rigorous standards as required by higher education.

## Performance Evaluation of Educators

The Illinois State Board of Education worked with stakeholders to enact the Performance Evaluation Reform Act (PERA), which is a cornerstone of teacher and principal reform. PERA requires that evaluations of both teachers and principals (a) use a four category rating system, with no permissible waivers, and incorporate student growth as a significant factor. ISBE will develop a default evaluation template and student growth



must comprise 50 percent of the evaluation. The four evaluation categories are excellent, proficient, needs improvement and unsatisfactory.

PERA requires that the new principal evaluations are implemented in all school districts by the beginning of the 2012-13 school year; the implementation of the new teacher evaluations is staggered, with some school districts being required to implement by the beginning of the 2012-13 school year and statewide implementation completed by 2016.

The State Superintendent has appointed a Performance Evaluation Advisory Council to best ensure clear and rigorous systems to measure student growth and effective teacher and principal practice.

## Alternative Certification

Legislation was passed in January, 2010, which resulted in changes to alternative preparation programs for teachers. Public Act 096-0862 allows for not-for-profit entities, operating separate from institutions of higher education, to be approved by the State Board of Education, in consultation with the State Teacher Certification Board, to offer alternative certification programs for teachers. Previously, the law established alternative certification programs for teachers, but only institutions of higher education could be an approved provider. Not-for-profit entities must meet the same rigorous standards as required by higher education institutions.

## High School Reform Initiatives

Along with improving standards and assessments, the State Board of Education is working to improve student performance in our high schools through collaborative efforts with the High Schools That Work consortium and Project Lead the Way.

Through Project Lead the Way (PLTW), ISBE is working with the Department of Commerce and Economic Opportunity to support the advancement of Science, Technology, and Engineering and Mathematics (STEM) instruction in 113 high schools in Illinois. PLTW has a four-year sequence of courses which, when combined with college prep mathematics and science courses in high schools, introduces students to the scope, rigor and discipline of biomedical, engineering and engineering technology prior to college entry.



The University of Illinois is a critical partner to the PLTW effort and provides comprehensive professional development for teachers and counselors.

The High Schools That Work consortium is an organization committed to improving student performance in low-performing and urban high schools while raising standards in career and technical education and performance in all academic subjects.

## Integrated System for Student Achievement – Scaling Up in Illinois

Illinois is one of three states, along with Minnesota and Oregon, partnering with the U.S.

Department of Education and the National SISEP (Statewide Implementation and Scaling Up of Evidence Based Practices) Technical Assistance Center to scale up evidence-based practices. The central focus of this work is to create an infrastructure for implementation of



any evidence-based practice. The goal is to assure the full and effective use of evidence-based practices and other innovations to benefit students in every school in Illinois.

Research over the past several decades has clearly indicated that a statewide infrastructure is required to make full, effective and consistent use of innovations in education.

The development of implementation teams at the state, regional and district level is the heart of this infrastructure. The science and practice of implementation has demonstrated the value of implementation teams, increasing success rates from 14 percent to 80 percent. Illinois' state implementation team is working to create an infrastructure for implementation that will allow the ISBE, the Regional Offices of Education, Special Education Cooperatives and local school districts to systematically and reliably make full and effective use of current and future innovations.

## Principal Mentoring

The purpose of the Illinois New Principal Mentoring Program is to provide new principals with the individualized mentoring support they need to successfully transition into effective leaders, and to improve the retention rate of principals in Illinois schools.



ISBE has been working in collaboration with the Illinois Principals Association to manage and implement the program for three fiscal years during the 2007-08, 2008-09 and 2009-10 school years. Services were provided to 495 new principals statewide in FY08; 426 new principals statewide in FY 09; and 324 new principals statewide in FY10.

Public Act (PA 94-1039) established a voluntary second year principal mentoring program if funding is available. Illinois Administrative Rules, 23 IAC 35 have been revised to address this new second year option, and will be official in June 2010.

Each mentor:

- Successfully completes the initial training and all ongoing professional development activities;
- Dedicates sufficient time (no less than 50 hours) to mentoring to meet program requirements and serve the needs of the new principal;
- Is available to the new principal as specified by mentoring entity expectations and the needs of the new principal;
- Creates, develops and maintains an effective, professional mentoring relationship with the new principal;
- Documents the types and duration of mentoring activities and outcomes;
- Makes regular reports of status and progress in the mentoring process to the appropriate mentoring entity and ISBE; and
- Completes a final evaluation report as required by the mentoring entity and ISBE.

Through the mentoring process, new principals are matched with an experienced principal who provides on-the-job guidance and helps new principals develop competencies in a broad array of leadership skills and practices aimed at improving teaching and learning in their schools. The mentoring relationship provides focused and rigorous support to the new principal that is designed to result in increased student performance.

## First-Year Teacher Support

ISBE continues to collaborate with higher education, Regional Offices of Education, the Illinois Education Association, Illinois Federation of Teachers, and other entities to support new teacher induction and mentoring. Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs have been developed to set a framework to assist in the development of mentoring programs designed to meet the needs of new teachers and focus on improved instruction and student learning.



ISBE continues to support the Beginning Teacher Induction Programs. In FY 10, \$9.38 million dollars was appropriated to continue funding pilot programs in order to ascertain best practices for induction and mentoring of first and second year teachers. Through an Intergovernmental Agreement, the Illinois New Teacher Collaborative (INTC) has been charged with oversight of the pilots. In addition, INTC produces a year-end report that summarizes

the work of the programs and denotes strengths and weaknesses of the various models in order to identify best practices. The number of programs has continued to grow since FY 07. The total FY10 funding for 64 programs is \$7,280,000, and are located throughout the state with 36 programs north of I-80, 20 programs centrally located, and 8 programs south of I-70. There are approximately 4,334 new teachers being mentored in 356 Illinois School Districts. There are 2,375 first year teachers and 1,959 second year teachers represented in the total. Illinois has 2,497 mentors serving first and second year teachers through the Beginning teacher induction program.

INTC continues to provide oversight of the programs. Data is being collected by INTC, SRI International, and the Illinois Education Research Council to further study the selection of mentors, training of mentors, types of programs, how mentoring is being implemented, and how programs impact retention of teachers and support of instruction.

## Develop Framework for Induction and Mentoring

The agency reviewed the existing induction models in order to develop a framework to provide high quality induction and mentoring programs for access by all new teachers in the state.



The Illinois Induction Program Continuum was finalized in February 2010. The goal of the workgroup which designed this document was: “From the outset, our goal has been to craft a useful document that will prompt both thinking and action around the professional needs of new teachers in the state. Our aim is for this document to be used as a formative assessment tool as opposed to a summative assessment tool. In that regard, this document may be used effectively to promote program development through an ongoing cycle of continuous improvement.”

## Early Childhood Principal Mentoring

A total of 140 principals participated in four new early childhood Administrators Academy workshops offered through the partnership with the Regional Offices of Education and the Illinois Principals Association. Workshops were conducted by a team consisting of a Regional Superintendent, a principal of an early childhood building in a school district and a coordinator of a large preschool collaborative. Coursework was approved by ISBE and included: Embracing and Advocating High Quality Early Childhood Education and Engaging the Family and the Community. A third course on Environment, Curriculum and Assessment is pending approval from ISBE.

## Bilingual Teacher Recruitment

The Exchange Visitor Program (EVP) began as a partnership with the Ministry of Education and Science of Spain and the Illinois State Board of Education in 1999. The purpose of the partnership(s) is to enhance understanding between the people of the United States and the people of other countries through educational and cultural exchanges. The benefits of this program include: improving the instructional skills of Spanish and bilingual teachers within the state of Illinois and providing highly qualified teachers to address the need for teachers in various instructional areas.



In an effort to address the lack of needed bilingual teachers in Illinois, the critical need for highly qualified bilingual language arts and reading teachers, and instruction in the history and culture of the English language learning students' native countries, ISBE began exploring the development of additional international exchange programs with other countries targeting the languages spoken in the bilingual education programs statewide.

In 2007, ISBE researched and evaluated the scope of activities needed to recruit teachers from Mexico; and in January 2008, ISBE formalized the MOU with Mexico's Chicago Consulate offices to expand the Exchange Visitor Program (EVP). To date, 519 teachers from Spain and Mexico have participated in the EVT Program.

ISBE recognizes the economic and cultural value of an EVP in Illinois and continues to evaluate other potential benefits in establishing an MOU with additional countries. These international partnerships may begin with a small cadre of teachers but will enhance teaching and learning for all teachers and students in the participating districts by promoting the exchange of ideas in the fields of education, economics, science and interculturalism.

## Statewide System of Support

The Statewide System of Support consists of a network of 10 entities spanning 10 regions in the state and includes the Illinois Association of School Administrators, the Illinois Principals Association and the Illinois Association of School Boards.

The assistance provided through the Statewide System of Support includes programs and processes representing best practices in four improvement areas:

- Data analysis and school and district improvement planning
- Standards aligned curriculum, instruction and classroom assessment
- Teacher and administrator enhancement
- Student, family and community support services



During the past year, Illinois has been participating as a Pacesetter State, which is an initiative of The National Network of State School Improvement Leaders — facilitated by the Council of Chief State School Officers (CCSSO) and the Center on Innovation and Improvement (CII). By choosing to participate in the academy, the state expresses its desire to strive for excellence, and devotes sufficient resources and attention to make a high-quality statewide system of support a reality.

A focus of the program is on leveraging existing resources, both personnel and funding, of the state systems to more effectively (and efficiently) support improvement efforts of schools and districts in each of their states. This organizational structure has created the opportunity to fully examine and identify specific ways to better serve all schools, especially those most in need of support and assistance. The implementation of identified

strategies will be integrated into a comprehensive approach to school improvement and support. The Center for School Improvement will provide expertise, support, oversight and coordination for the redesigned Statewide System of Support.

## **Goal Three: Every school will offer a safe and healthy learning environment for all students**

### **Educator Misconduct**

ISBE has made it a priority in recent years to provide agency staff with the resources to investigate evidence of teacher and administrator professional misconduct. Historically, the agency has not had the necessary resources for



these types of investigations, nor has there been an effective reporting mechanism for the agency to be notified when accusations of misconduct arise.

Within the past few years, ISBE has made great strides to address educator misconduct. In FY09, for the first time and at the specific request of the State Board, the agency budget included a dedicated line item to address “Educator Misconduct.” The line item was funded in FY09 at \$375,000 and was funded in FY10 at the same level. With funds from this line item, ISBE has been able to retain an outside legal firm to handle investigations of alleged educator misconduct and, where appropriate, to prosecute matters before hearing officers.

Additionally, during FY09, the State Board adopted as one of its legislative proposals SB 2071, which was signed into law Aug. 13, 2009, as Public Act 96-431. This initiative:

- clarifies and streamlines the investigation and hearing system;
- improves the reporting of information of actual and possible misconduct to the State Board; and
- adds training requirements for school districts related to educator ethics and teacher-student conduct.

The State Board and Agency staff continue to make sure that allegations of educator misconduct are reviewed, investigated, and, where appropriate, prosecuted, so that individuals found to have engaged in misconduct are sanctioned.

## Multi-Hazard Emergency Planning for Schools

School districts face an ever-increasing list of potential risks and hazards in their school buildings, on campus and student transportation. Educators must learn to not simply react to these incidents, but to plan for a variety of threats and respond as a team. In nearly every school crisis, educators are the first responders and must be prepared to manage the emergency until help arrives. Once the emergency responders arrive on scene, educators must work collaboratively with them to ensure the safety and accountability of the students, staff and faculty. During emergencies, educators are required by law to remain in “Loco Parentis,” responsible for the safety of students in their care, until the students are reunified with their parents or guardian.

Since 2005, ISBE has sponsored more than 148 free training sessions, reaching more than 810 public school districts in Illinois, or about 92 percent of all districts in the state. More than 6,500 Illinois educators have attended one or two-day training sessions as part of ISBE’s “Multi-Hazard Emergency Planning for Illinois Schools.” In addition, ISBE has also trained educators in more than 483 non-public schools and will continue to expand training for non-public Illinois schools in the coming year.



School officials and local emergency responders can attend a one day Administrator Academy approved course, which includes the mandates of School Safety Drill Act, identifies the minimal components of the School Emergency and Crisis Response Plan, formation of school-based emergency management teams and responses to critical incidents. Also available is a more intensive two-day course that addresses development of the school emergency plan, risk and hazard assessment, developing exercises to test the plan, continuity of operations, disaster recovery and response procedures to emergencies. The curriculum for these trainings is continually updated to reflect best practices and lessons learned from actual school incidents.

New course offerings include Student Behavioral Threat Assessment and Understanding and Responding to School Bomb Incidents. The purpose of student threat assessment is to identify students exhibiting threatening or aberrant behaviors, assess the risk of threat and provide appropriate interventions and case management to reduce the risk of violence. The school bomb incident course is designed to address issues and considerations involved in developing a safe and effective school bomb threat response plan annex as part of the School Emergency and Crisis Response Plan.



## School Collaboration With Local Police and Fire Services

The School Safety Drill Act and ISBE encourage schools to work together for the safety of children. Requirements for evacuation drills include cooperation and collaboration with local fire departments. At least one of the three mandated evacuation drills shall require participation of the appropriate fire department or district to observe and certify the drill was conducted.

Amendments to the SSDA beginning in 2009 require schools to conduct at least one Law Enforcement Drill, which prepares school personnel to effectively handle imminent threats requiring a law enforcement response such as intruders, bomb threats, suspicious persons or hazardous materials. Lockdown drills should be conducted in every school, and all staff faculty and students should be made aware of immediate response actions to such alerts.

Schools are required to invite first responder agencies, including law enforcement and fire services, to aid in the annual review and revision of the school Emergency and Crisis Response Plan. Establishing collaborative relationships with first responder agencies is essential to ensure an efficient and effective prevention, planning, response and recovery from critical incidents involving schools.

## School Construction Bonds

After the FY2010 authorization of \$1.5 billion for school construction during fiscal years 2010-12, \$420 million was raised from the sale of bonds. The funds allowed the distribution of \$148.5 million to 24 school districts entitled in 2002 for their school construction projects. The list of districts included Chicago School District 299, which received 20 percent of the appropriation.

Additional funds from the bond sale went to four school districts in the Priority 1 Emergency category for School Construction Funds: Martinsville Community Unit School District 3C, Ottawa Elementary School District 141, Belle Valley School District 119 and Gillespie Community Unit School District 7. Martinsville and Ottawa schools received substantial flood damages and were required to permanently evacuate their facilities. Belle Valley and Gillespie schools incurred damages from mine subsidence. On May 11, 2010, Ottawa School District and Belle Valley received their School Construction grant awards of \$14.7 million and \$4.28 million respectively.



Martinsville and Gillespie School Districts are finalizing their construction plan, after which the awards will be issued.

The remaining bond authority can be utilized for entitlement of the school districts that have submitted school construction applications in 2003 or for the School Maintenance Grants. These funds have yet to be allocated. ISBE staff has been working with the 94 school districts that made application in 2003 and Chicago School District 299 to determine their eligibility, priority ranking and grant index. As soon as the allocation has been made, the eligible school districts will be given school construction entitlements.

The School Maintenance Grants allow districts to file applications for funds to assist with the cost of building maintenance. These expenditures would include such items as roofing, windows, electrical needs, etc. The district has to demonstrate a dollar-for-dollar match, with the maximum grant award \$50,000 for a \$100,000 project. If funds are allocated for this program, ISBE will proceed to accept electronic applications.

## Capital Development Funds

In the Fiscal Year 2010 appropriation bill, an additional \$150 million was authorized for School Energy Efficiency Grants, Overcrowding School Construction Grants, and the Chicago School District for vocational school construction.

Allocation for each of these programs is not expected until Fiscal Year 2011. Like the School Maintenance Grants, School Energy Efficiency Grants require a dollar-for-dollar match and can be used for any energy efficiency needs such as windows, heating systems, roofs, etc. The maximum state grant would be \$250,000 for a \$500,000 project.



The Overcrowding School Construction Grants is a new program, and allocation of funds for this program is not expected until fiscal year 2011.

The \$75 million authorized for the Chicago School District is for vocational education construction. These funds will be directly sent to Chicago.

## Health/Life Safety

The Health/Life Safety electronic program has been in operation Since January 2008. Since that time updates have been incorporated to allow for electronic processing of

forms and approvals between the Regional Superintendents and district administrators. The back log of health/life and safety 10 year surveys has been alleviated and ISBE is now current in their process.

During FY 2010 ISBE staff have approved 838 Fire Prevention and Safety Amendments for Fiscal Year 2010. In these amendments, districts requested to use \$348,282,587.73 for Fire Prevention and Safety needs, such as roofing, HVAC systems, tuck pointing, electrical repairs, windows, fire prevention measures, etc. The districts' regional superintendent and ISBE approved \$298,380,129.92 for such needs. If approved, districts have the authority to utilize their Fire Prevention and Safety tax levy or issue Fire Prevention and Safety bonds to obtain funding for the allowable items.

## Healthy Eating Habits

ISBE is promoting healthy eating habits for students throughout Illinois by administering the National School Lunch, School Breakfast, Special Milk, After-School Snack, Illinois Free Lunch and Illinois Free Breakfast Programs. The agency also promotes safe meals by offering workshops to schools participating in the school-based child nutrition programs on developing a school food safety plan, based on the Hazard Analysis Critical Control Points (HACCP) principals. ISBE also works to promote healthy eating through the Implementing the 2005 Dietary Guidelines into your Menu Planning workshops.



Millions of meals and snacks are provided to children throughout the state of Illinois. During state fiscal year 2009, nearly 190 million lunches were served as part of the National School Lunch Program, a little more than 49 million breakfasts were served, approximately 19 million milks were provided as part of the Special Milk Program, and over 4 million after-school snacks were consumed.

## Fresh Fruit and Vegetable Program

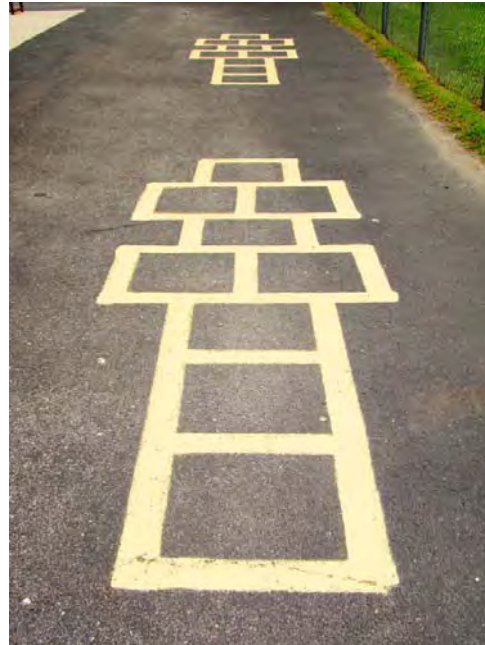
School year 2009-10 is the second year that ISBE has administered the Fresh Fruit and Vegetable Program (FFVP) grant in Illinois. The FFVP is a grant funded through the U.S. Department of Agriculture (USDA), which provided \$2.2 million to 141 schools. The FFVP exposed more than 43,000 children to fresh fruits and vegetables throughout the 2009-10 school year. The FFVP funding for Illinois increases to \$3.3 million for SY 2010-11.

The 141 schools participating in Fresh Fruit and Vegetable Program for SY2009-10 shared equally in the funding based on each school's student enrollment numbers. The

program requires that schools receive \$50-\$75 per student enrolled to use towards the purchase of fresh fruits and vegetables to be consumed at school, as a snack, at times other than during the meal periods.

## HealthierUS School Challenge

The HealthierUS School Challenge (HUSSC) provides USDA recognition to schools that promote healthier food, nutrition and physical activity. The voluntary national certification initiative, HUSSC application and update requirements are available online at <http://www.fns.usda.gov/tn/healthierus/index.html> for all schools participating in the National School Lunch Program at award levels: Bronze, Silver, Gold and Gold of Distinction. The initiative includes nutrition standards, minimum average daily participation levels, as well as nutrition education and physical activity requirements.



Illinois currently has two silver level HUSSC award recipients:

- Ridgeview Elementary School, Ridgeview CUSD 19
- Bushnell-Prairie City Elementary School, Bushnell-Prairie City CUSD 170

## National School Lunch Equipment Assistance

The National School Lunch Equipment Assistance Grants provided schools more than \$4.5 million in federal funding, including funding under the American Recovery and Reinvestment Act, to upgrade food service equipment. Schools which had at least 50 percent of students eligible for free and reduced-price meals were eligible for this competitive grant which was awarded to 127 districts. Funds were used to purchase new equipment, renovate or replace equipment to:

- improve the quality of school meals (e.g. alternatives to deep fryers),
- improve the safety of food served in school meals (e.g. dishwashing equipment, milk coolers, hot/cold holding equipment),
- improve energy efficiency of school nutrition operations (e.g. energy-efficient walk-in freezer replacing an outdated, energy-demanding freezer), and/or
- expand participation in the school meal program (e.g. equipment for serving meals in a non-traditional setting or to better utilize cafeteria space)





## Strategic Plan Progress Report 2010